PUBLIC GUIDE TO MICHIGAN SCHOOL ACCOUNTABILITY

Background

In 2015, Congress passed the Every Student Succeeds Act of 2015 (ESSA), replacing the No Child Left Behind Act of 2002. ESSA offers flexibility to states and local districts and provides opportunities for Michigan to improve the way it supports students and schools, trains and evaluates educators, assesses student learning, and holds schools accountable for results.

Michigan's ESSA Plan, approved November 28, 2017 by the U.S. Department of Education, was developed by the Michigan Department of Education (MDE) with valuable input from thousands of stakeholders across the state. The ESSA Plan aligns with Michigan's Top 10 Strategic Education Plan and describes Michigan's federally required accountability system.

Moving Forward — Finding Ways to Support Struggling Schools and Improve Student Achievement

Michigan's accountability system moves beyond the identification of low performing schools to the creation of partnerships between the state, districts and schools that will drive resources and supports to improve student achievement.

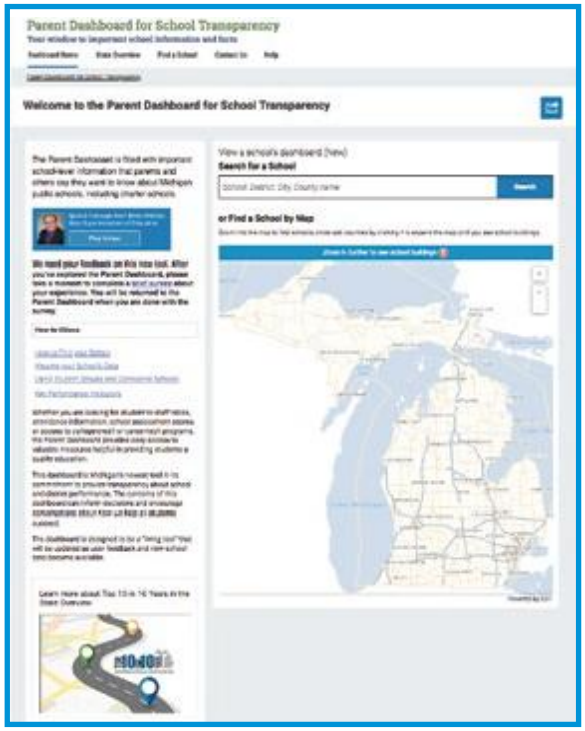
The goal of Michigan's accountability system is to identify and support the schools that are struggling the most to help students meet Michigan's standards.

To achieve this, Michigan has developed a process that is transparent, holds schools accountable and provides varying levels of federal, state, and local supports aimed at dramatically improving the capacity of consistently low-performing schools to improve student results.

What Is Michigan's Accountability System?

Michigan's accountability system comprises two separate reporting tools which cover different legislation and perspectives:

- **Michigan's Parent Dashboard for School Transparency**

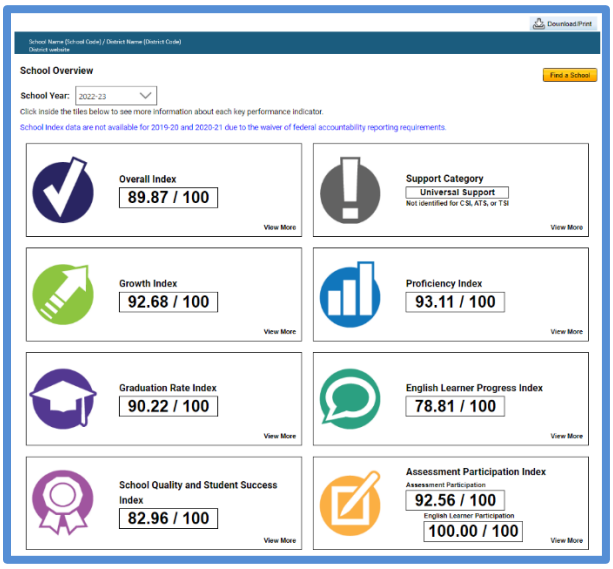


Michigan's Parent Dashboard for School Transparency (www.mischooldata.org/ParentDashboard) provides easy-access to reports on multiple measures that are important to parents and other caregivers.

MICHIGAN Department of Education

Parent Dashboard data can inform decisions and encourage richer conversations about school progress – with students, parents, school leaders and within communities.

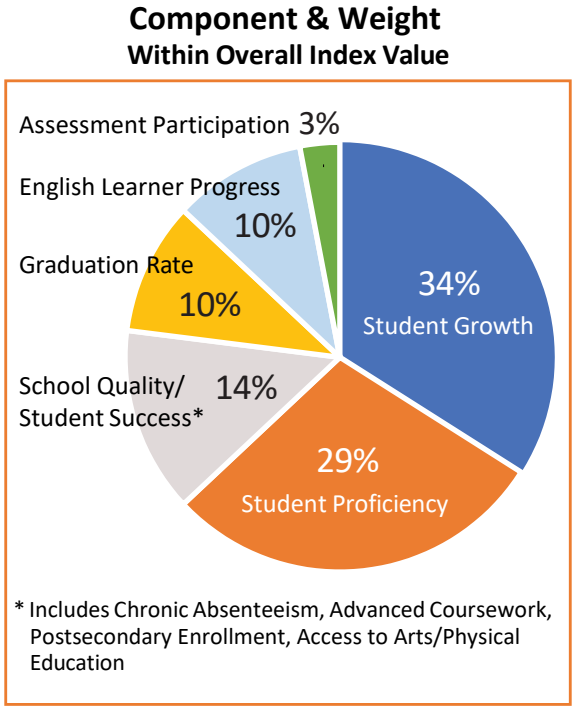
- **Michigan School Index System**



The Michigan School Index System (www.mischooldata.org), launched in March 2018, reports the degree to which schools are meeting performance targets in six areas required by ESSA (see Figure 1). A school's index value can range from 0-100, with a score of 100 indicating a school has met or exceeded targets in every area and for each student subgroup. The Index System identifies low-performing schools in three federally required categories: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS) (see Table 1).

Unlike previous state accountability systems, Michigan's Index system does not rank schools or flag them for sanctions. Rather, its goal is to promote a culture of continuous improvement in our state's lowest performing schools. The Index offers data as a guide to allow school leaders to make evidence-informed decisions about what best serves students.

Figure 1: Michigan School Index System Components and Weights



Identifying Schools for Local, State, and Federal Supports

Michigan identifies schools with the Michigan School Index System, using data from the most recent full year of data collected. All schools receive an overall index value based on the areas in Figure 1. They also receive index values for each individual component and student subgroup. Schools with the lowest overall or subgroup index values, or 4-year cohort graduation rates, will be identified for support in one of the three categories (see Table 1).

Schools with valid student subgroup(s) have an overall index value calculated for each subgroup. Valid subgroups are those that contain at least 30 students. In addition to receiving an overall value, subgroup values are calculated for each component. Student subgroups include: Racial/Ethnic; Economically Disadvantaged; Students with Disabilities; and English Learners.

Identified schools are supported through a combination of state, regional, and local services. Some schools identified for improvement find that they are facing opportunity gaps in only a few areas, while others look to effect change on a larger scale. The goal is for the Index to point schools in the right direction and for schools to then use information from the Index, as well as their own data, to dig deeper and develop programs that will make a true difference for their students.

Schools whose Index scores indicate the greatest need for improvement are invited to participate in the state's Partnership Model, established to provide intensive state collaboration with schools and districts, as they develop locally driven solutions and plan supports for struggling students moving forward.

Table 1: School Support Categories and Key Information

	Comprehensive Support and Improvement (CSI)	Additional Targeted Support (ATS)	Targeted Support and Improvement (TSI)
Designation	• Lowest performing schools (overall school index value in the bottom 5%) • High schools with graduation rates at or below 67% • School not exiting ATS • School not exiting CSI	• Schools with 1 or more student groups* in the bottom 25% of each applicable index component AND • 1 or more student groups* in the bottom 5% overall	• Schools with 1 or more student groups* in the bottom 25% of each applicable index component
Frequency of Identification	• Identified every 3 years	• Identified every 6 years	• Identified annually
Support Determination	• District identifies • State approves	• District identifies • State approves	• School identifies • District approves
Exit Determination & Timeline Responsibility	• Michigan Department of Education (MDE)	• Michigan Department of Education	• School identifies • District approves
Supports	• Provided by MDE in collaboration with local partners	• Provided by MDE in collaboration with local partners	• District eligible for MDE supports but oversight remains with district

*Subgroups include: Racial/Ethnic, English Learners, Students with Disabilities and Economically Disadvantaged. Subgroup scores are calculated when 30 or more students in that subgroup are enrolled in the school. Index scores are reported for subgroups as low as 10 students, depending on the index component.

About Michigan School Index System Components

Michigan's School Index System awards credit to schools in each of several areas—called components—based on the degree to which the school meets its targets in each area. The index system measures school performance in five components for elementary and middle school and a sixth component (graduation rates) for schools with grades 11 and 12.

Index System Components, Characteristics, and Values

Index values ranging from 0-100 are generated for nearly all public schools. ESSA requires the components of Proficiency, Growth, English Learner (EL) Progress and Graduation Rate as a group be given "much more weight" than the School Quality component. To fulfill this requirement, Michigan uses the component weightings in the table below.

Table 2: Index System Components, Characteristics, and Values

Weight	Component (Index Value 0-100)	Grades, Tests, and Components Included
29%	**Proficiency** Percent of students meeting Michigan's academic standards	**Grades 3-8 & 11 includes:** • M-STEP, PSAT 8/9 for Grade 8, SAT, & MI-Access tests in English language arts and mathematics (averaged) • Includes only students attending for a Full Academic Year • Performance of all subgroups with 30 or more students • Participation rate below 95% impacts (lowers) score
34%	**Growth** Percent of students on a path to become proficient, or to maintain proficiency, within a specific timeframe	**Grades 4-8 & 11 includes:** • M-STEP, SAT, & MI-Access tests in English language arts and mathematics (averaged) • Only students attending a school for a Full Academic Year are included • Performance of all subgroups with 30 or more students
14%	**School Quality** Combines five subcomponents into a single index score Schools not having one or more subcomponents will have the subcomponent's weight redistributed proportionally to remaining subcomponents	**All schools** • Chronic Absenteeism (4%) **Schools with grades K-8** • Access to Arts/Physical Education (4%) • Access to Librarians/Media Specialists (1%) **Schools with grades 11-12** • Advanced Coursework (3%) • Postsecondary Enrollment (2%)

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Weight	Component (Index Value 0-100)	Grades, Tests, and Components Included
10%	**Graduation Rate** Percent of public high school students who, after beginning ninth grade four, five or six years ago, graduated Schools without this component will have this component's weight redistributed proportionally to remaining components	**4-, 5- and 6-year rates are combined into an average includes:** • Performance of all subgroups with 30 of more students • Students completing a registered Early College program are considered 4-year graduates
10%	**English Learner (EL) Progress** Percent of English Learners showing proficiency or adequate growth Includes only students enrolled for a Full Academic Year	**Grades K-12** • WIDA Access and WIDA Alternate Access • Includes only English Learners (EL)
3%	**Assessment (State Test) Participation** Includes 2 weighted index scores for subject area participation and EL participation	**95% Participation on State Assessment** • Subject area participation (2%): M-STEP, PSAT 8/9 for Grade 8, SAT, MI- Access • English Learner participation (1%): WIDA Access and WIDA Alternate Access

What Happens Once a School is Identified for Support by the Index System?

While all identified schools receive support, the type of support and resources available may differ depending on a school's designation category (CSI, TSI or ATS).

CSI Schools

Many districts with CSI schools have the opportunity to develop and implement Partnership Agreements. A Partnership Agreement offers districts expert consultants and diverse resources, and it allows them to combine state- and community-level support systems to drive improvement and self-accountability.

In the cases where a CSI school is in a district that already is implementing a Partnership Agreement, the newly identified CSI schools are incorporated into the existing agreement. CSI schools in districts not developing Partnership Agreements will develop a CSI improvement plan and remain eligible for supports through the MDE and their Intermediate School District (ISD). Supports provided to the district include assistance in developing, implementing, and monitoring implementation of the CSI plan.

CSI plans are monitored by the MDE. The district is given a state-determined amount of time to show improvement in the school. If, at the end of that time sufficient progress has not been made, then more rigorous actions, as determined by the state, must be taken.

ATS Schools

ATS schools receive state-supported, locally provided assistance. Schools must identify the need(s) of the identified student group(s) and work with their district to develop a plan to meet those needs. Districts and their ATS schools are also eligible for the state-provided TSI supports described above. These are provided at no cost and are optional.

The plan will be monitored by the district. The school is given a state-determined amount of time to show improvement with the student group. If sufficient progress has not been made in that time, the school will become a Comprehensive Support school.

TSI Schools

TSI schools primarily receive supports from their local district. Schools must identify the need(s) of the recognized student group(s) and work with their district to develop a plan to meet those needs. The resulting plan is monitored by the district.

Districts and their TSI schools are eligible for state-provided support in developing, implementing, and monitoring improvement plans and Multi-Tiered Systems of Support, and conducting and analyzing the results of the Comprehensive Needs Assessment. The supports are provided at no cost and participation is optional.

The school is given a district-determined amount of time to show improvement with the student group. If sufficient progress has not been made in that time, the district must determine which additional actions are appropriate.

For more information on Michigan's Accountability System:

MDE Accountability webpage
www.michigan.gov/mde-accountability

For more information on supports provided to Michigan schools identified for CSI, ATS, or TSI:

MDE Supports webpage:
www.michigan.gov/mde-supports

For more information on Michigan's Partnership Districts:

MDE Partnership District webpage:
www.michigan.gov/mde-partnershipdistricts